


# Texas Education Agency Standard Application System (SAS)

## 2018–2019 Technology Lending

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NÖGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Moody ISD	161910		
Vendor ID #	ESC Region #		
7460017521	12		
Mailing address	City	State	ZIP Code
12084A S Lone Star Pkwy	Moody	TX	76557

#### Primary Contact

First name	M.I.	Last name	Title
Nancy		Molina	Technology Director
Telephone #	Email address		FAX #
254-853-2172	<a href="mailto:nancy_molina@moodyisd.org">nancy_molina@moodyisd.org</a>		254-853-2886

#### Secondary Contact

First name	M.I.	Last name	Title
Belinda		Brand	Curriculum Director
Telephone #	Email address		FAX #
254-853-2172	<a href="mailto:belinda_brand@moodyisd.org">belinda_brand@moodyisd.org</a>		254-853-2886

#### Part 2: Certification and Incorporation

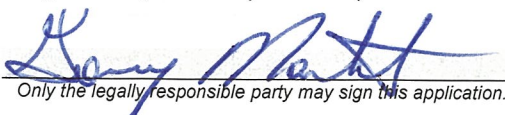
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Gary		Martel	Superintendent
Telephone #	Email address		FAX #
254-853-2172	<a href="mailto:gary_martel@moodyisd.org">gary_martel@moodyisd.org</a>		254-853-2886

Signature (blue ink preferred)

Date signed



*1/25/2018*

Only the legally responsible party may sign this application.



**Schedule #1—General Information**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Moody Elementary  
Moody Middle School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

**MISD Mission/Goals:** Moody Independent School District (MISD) has a mission to equip students with the tools and abilities to be competitive in a global society and has a stated goal to offer a curriculum that prepares students for 21<sup>st</sup> century job skills. Having experienced great success and forward strides toward mission and goals with a 1:1 student to device ratio initiative at the high school campus, MISD is applying for the Technology Lending Program Grant (TLPG) to expand this successful program to Moody Middle School and Moody Elementary. Three years ago, MISD piloted a 1:1 initiative with tenth graders and then expanded the program to include all high school students. Funding for this project came from High School Allotment and various grants. Over this time period, the high school rocketed from a CASE framework score of 1062 to 1107 moving from proficient to advanced in integrating technology into learning. This score is determined by surveying students and teachers in four key areas: *Classroom* (use of 4C's-collaboration, communication, critical thinking, and creativity, digital citizenship, assessment, and assistive technology), *Access* (school and home), *Skills* (foundational, online, multimedia), and *Environment* (policies, support, professional learning, and beliefs). In student surveys, students report a 50% increase in collaboration, a 35% increase in critical thinking, a 100% increase in weekly research, and 40% report being asked to identify and solve authentic problems at least monthly. These indicators support the overall success of the program. **Needs Assessment:** MISD's District Technology Team (DTT) has analyzed the impact that the district's technology program has made by examining the data from the student/teacher surveys, holding focus groups with students and parents, and analyzing student achievement. Although many benefits have been documented, the most important benefit is that technology has allowed teachers to differentiate instruction in terms of how they teach and how the students are expected to demonstrate their learning. Prior to this innovative initiative, teachers reported that over half of their time was spent lecturing to the entire class, and they expected students to learn the material presented at whatever pace the teacher determined or by the district curriculum. The teachers saw themselves as the primary source of information in the room, along with resource materials such as encyclopedias and/or out-of-date textbooks. The transformation brought on by students having their own devices now opens up a world of knowledge accessible through the internet and updated online textbooks. Not only has the access to information changed, but also the way teachers are able to facilitate learning. The high school teachers are using more individualized instruction, project-based learning, and the campus is preparing to have a T-STEM (Texas-Science Technology Engineering Mathematics) designation. Additionally, having a 1:1 student to device ratio at the high school has made great strides in removing the "homework gap" for students who otherwise not have a device nor a way to connect online at home. MISD wants to implement a technology lending program at Moody Middle School and Moody Elementary to allow students access to the necessary equipment essential to digital instructional materials and implementing innovative teaching strategies that will transform the learning as it has on the high school campus. **Management Plan:** The TLPG Project Director will oversee every aspect of this project and verify that all project objectives and milestones are accomplished with ongoing monitoring and continuous improvement as needed. The TLPG Coordinator will support the TLPG Director and collect all necessary data. The Campus Technology Liaisons will provide all campus technology and instructional support. The District Technology Specialist will maintain all technology systems and devices including deployment. In summary the **objectives** are: (1) implement innovative teaching strategies (2) decrease students' knowledge/skill gap (3) students acquire 21<sup>st</sup> Century skills (4) close "homework gap" and (5) facilitate technology through professional development. All stakeholders will be involved and informed to ensure the success of this project. **Project Evaluation:** MISD will use various vigorous process/programs for data collection and problem correction. The major data sources are: (1) STAAR data (2) NWEA/Map data and reporting (3) STEM enrollment (4) Eduphoria data and reporting (5) BrightBytes survey data. **Access for Students:** Currently, the middle school campus has 106 shared devices and the elementary has 60 shared devices which were purchased with district funds on a campus rotation basis. In order to provide each student who needs a dedicated device, it will require the purchase of 150 additional devices.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Inventory, Policies, Check-out, Residential/bus Use:** The technology department receives, inventories and deploys all devices. These devices will be checked-out to the student to complete instructional activities at home. Since the high school campus already has a 1:1 ratio, the systems are already in place to check-out devices including: a software management program, a computerized check-out system, campus level instructional technology support, and district lending policies. Parents and students are required to sign three specific written policies: Technology Lending Agreement, Handbook, and Responsible Use. Additionally, students who do not have internet access at home are able to check-out a Wi-Fi hotspot which can also be used on the school bus. High school students check-out the device and hotspot through the library, and then it is their full responsibility to charge and keep their device secure. Since elementary and middle school students are just beginning to learn how to be responsible with technology, the procedures will differ slightly. The devices would be housed in classrooms, and the classroom teacher *after verifying that student has demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential (TEKS) for the appropriate grade band* would check-out the device to the student when it is needed for use at home. Hotspots will be checked-out through the library and can be used on the bus or at home. **Insurance and Maintenance:** MISD is self-insured for lost, stolen, or damaged equipment. Each student pays a modest fee at the beginning of the school year to cover the insurance. A process is in place to waive the fee for students who cannot afford to pay. This insurance covers accidental damage, fire/flood, vandalism, theft, power surge due to lightning, natural disasters, and mechanical failure. A police report must be filed for any device reported stolen before it is covered by insurance. The technology department uses a computerized help desk ticket system to document all repairs/maint. of devices. All devices are checked-in over the summer for maintenance/updates/repairs. **Technical Support/Infrastructure:** Each campus has a technology liaison that not only assists with instructional use of devices but also provides basic level troubleshooting for hardware/software issues. Should a device need advanced troubleshooting, the technology department has enough staff to make necessary repairs on site. The wireless infrastructure was recently updated to include new switches on all campuses and wireless access points in all classrooms. These updates will support the anticipated students' use of devices and access to digital resources. **Digital Instructional Materials:** MISD currently has digital materials purchased through Instructional Materials Allotment (IMA) for the following courses: Reading, Writing, Math, and Tech Apps grades K through 8, Science grades 5-8, Spanish I-IV, Algebra I and II, Geometry, Pre-Calculus, Calculus, IPC, Biology, Chemistry, A&P, English I-IV. Use of digital resources at the elementary and middle school level has been greatly impacted due to a lack of student devices. The additional devices provided by this grant would allow widespread use of available resources and allow MISD to use more digital resources. MISD began the 2017-2018 school year with a state allotment of \$126,379 for the biennium. Half of this amount was budgeted for instructional materials for the first year of the biennium at \$63,190. This allocation of funds was distributed in the following manner: online coursework-\$17,985, digital instructional materials-\$8,335, digital supplemental materials-\$12,217, print supplemental materials-\$8,635, technology services-\$17,400 for a total of \$64,572. In addition to Instructional Materials Allotment from the state, MISD spent an additional \$799 from the General Fund. The remaining IMA funds are being held to cover anticipated needs before the fund is replenished. **Statutory Requirements:** Texas Education Code 32.301 authorizes the Texas Education Agency to implement the Technology Lending Program Grant. MISD has completely and accurately answered the requirements in the application. MISD has described the availability of existing equipment and other funding available for the purchase of student technology devices. **TEA Program Requirements:** MISD has addressed the seven (7) areas in the TLPG in a thorough manner. MISD has described how the program: aligns with MISD's existing mission and goals; provides access to student residences/buses; aligns with current curriculum, instruction, and classroom management policies; uses digital instructional materials in one or more foundation curriculum subject area; provides necessary infrastructure and technical support; will be administered including check-out/check-in process; and local lending policies and insurance. **Commitment to Goals of TLPG:** Over the past four years, MISD has demonstrated an unwavering commitment to engaging students in meaningful learning through use of digital resources and robust connectivity as envisioned by the *Texas Long-Range Plan for Technology, 2006-2020*. MISD has adapted local policies to the use of personal devices, developed new instructional strategies, and has adopted digital instructional materials. Moody ISD will continue to commit to this standard of excellence throughout the TLPG by ensuring all students who need a device and access at home will have it available to them.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 161910	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$1,100.00	\$0	\$1,100.00
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$48,900.00	\$0	\$48,900.00
Total direct costs:			\$50,000.00	\$0	\$50,000.00
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$50,000.00</b>	<b>\$0</b>	<b>\$50,000.00</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$50,000.00
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$7,500.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$0.00
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0.00
<b>(Sum of lines a and b) Grand total</b>		<b>\$0.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b><u>Schedule #9—Supplies and Materials (6300)</u></b>		
County-District Number or Vendor ID: 161910		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$1,100.00
<b>Grand total:</b>		<b>\$1,100.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 161910		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0.00
<b>Grand total:</b>		<b>\$0.00</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1	Chromebook	150	\$300.00	\$45,000.00
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11	Google Management (Admin Console License)	150	\$26.00	\$3,900.00
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$48,900.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	212	67.10%	
Limited English proficient (LEP)	32	10.13%	
Disciplinary placements	26	8.22%	
Attendance rate	NA	93.85%	
Annual dropout rate (Gr 9-12)	NA	0.4%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				51	43	61	54	54	53					316

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD continuously solicits feedback from its stakeholders as to the needs of the District in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders, the District Technology Team (DTT) in collaboration with the District Advisory Committee (DAC) is composed of the superintendent, technology director, representatives from the district-level, campuses, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within MISD as well as examines and analyzes the state of current student achievement, and sets goals for student achievement. This collaborative is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the District. The needs assessment became the tool that guided meaningful district and campus planning.

**Process to identify and prioritize the needs of the campuses:**

The collaborative (DTT & DAC) created a District profile along with campus profiles by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and needs of each campus. A full scan of each campus' technology environment provided information to be collected and analyzed for the needs assessment via the following:

- Individual and group interviews with the principal, counselor, teachers, parents and students (when age appropriate) regarding technology integration
- Yearly technology surveys for all staff and students in grades 3 through 12 establishing the CASE scores including information; such as, student and teacher access and use to devices and digital resources at school and home; professional development needs; teacher readiness for devices
- Percent of economically disadvantaged students at each campus who have access to technology devices and internet access at home
- STAAR test scores, NWEA/MAP data and TPRI scores, as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Technology instruction issues were examined, including alignment with TEKS and STAAR
- Ratio of technology devices to students needing devices on each campus.
- Review of inventory status of currently available technology and state of infrastructure.

After analyzing all collected data, the DTT in collaboration with the DAC using multiple data sources to compare data, priority needs emerged. These priority needs assisted the collaborative in making informed decisions that ensure all students meet challenging academic standards, meet district and campus goals, and are prepared for post-secondary education/career. Technology needs that surfaced were to increase instructional integration of technology with particular emphasis on student collaboration, feedback, and creativity; and, to increase instructional use of technology for students to create music, art, webcasts or videos to enhance student learning. Seeing data that supports the positive impact from the 1:1 initiative at the high school campus in addressing these needs, the collaborative determined that the greatest need would be to expand the 1:1 initiative to include the middle school campus and elementary campus. Upon reviewing the inventory status of currently available personal computing devices, the collaborative determined that the District has an insufficient number to extend the 1:1 initiative to Moody Middle School and Moody Elementary. The collaborative further determined that the Technology Lending Program Grant (TLPG) would be the ideal vehicle to supplement this endeavor. The TLPG would add enough devices to extend the 1:1 student to device ratio through grades 3-8.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Implement innovative teaching strategies using technology resources to engage students and reach diverse learners including learners with disabilities and English language learners (ELL).	Individual technology devices allow teachers to individualize and differentiate learning in way and to an extent that is not otherwise possible. Teachers will have the ability to present information in multiple formats and multiple media. All students including students with disabilities and ELLs will have multiple ways to express and demonstrate what they have learned, thus providing multiple entry points to engage student interest.
2.	According to surveys done with area industry leaders, there is a need to decrease the gap between the knowledge and skills students are acquiring in schools and the knowledge and skills needed to succeed in the increasingly global, technology infused 21 <sup>st</sup> Century workplace.	Students will have access to the latest technology devices and software/apps, so that teachers are able to connect these students with experts in high-tech industries and businesses to understand the skills needed to work in those fields.
3.	Students need to acquire a range of skills to communicate not only through paper and pencil, but also through audio, video, animation, design software and a host of new environments (e-mail, websites, message boards, blogs, streaming media, etc.)	Increased access to cutting-edge technology will provide students with the devices they need to develop skills in technology audio, video, animation, software design and other technology environments that lead to success in a global society.
4.	According to recent district technology survey, twenty-one percent (21%) of MISD students do not have internet access at home and of those who do thirty percent (30%) do not have reliable access. MISD needs to close the "homework gap" created by digital learning.	Providing individual devices and allowing students to check-out WiFi hotspots through the library will ensure that all students will have access to devices and connectivity whether they are at school, home, or riding the school bus.
5.	Facilitate technology integration by providing teachers and staff with professional development on student use of the 4Cs (collaboration, communication, critical thinking, and creativity).	District-provided professional development for teachers and staff by this program will ensure that students will have opportunities to collaborate, think critically, create, and communicate.

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Schedule #14—Management Plan					
County-district number or vendor ID: 161910			Amendment # (for amendments only):		
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	TLPG Project Director	Bachelor's Degree in Education or education related field; at least five years experience in technology integration of mobile devices and curriculum; supervisory experience of medium team; experience in fiscal/budget management, and data reporting.			
2.	TLPG Coordinator	Bachelor's Degree in Education or education related field; at least five years experience in technology integration of mobile devices and curriculum; supervisory experience of medium team; experience in data reporting.			
3.	Campus Technology Liaison (CTL)	Advanced training in technology applications or education related field; at least three years experience in technology integration of mobile devices into learning.			
4.	District Technology Specialist	Advanced training in the repair and maintenance of mobile devices; at least three years in repair/maintenance of mobile devices.			
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective		Milestone	Begin Activity	End Activity
1.	Implement innovative teaching strategies using technology resources	1.	Teachers will work in PLCs to develop strategies & address digital textbook issues/concerns	08/01/2018	06/03/2019
		2.	Teachers will implement project-based lessons	08/20/2018	06/03/2019
		3.	CTL will assist teachers with digital resources	05/01/2018	06/03/2019
2.	Decrease gap between the knowledge/skills students are acquiring and the knowledge/skills needed	1.	Project Director will meet with staff to explain the project, expectations, procedures & timelines	05/01/2018	08/31/2018
		2.	Purchase devices and prepare for deployment	07/01/2018	08/15/2018
		3.	DTT review and update policies and procedures	05/01/2018	08/20/2018
		4.	Technology Department will deploy devices	08/01/2018	08/31/2018
3.	Students will acquire a range of 21 <sup>st</sup> Century skills	1.	Teacher will receive PD in 21 <sup>st</sup> Century skills	08/01/2018	05/01/2019
		2.	Teachers will require students to use a diverse range of skills: audio, video, email, blogs, etc.	09/17/2018	05/31/2019
		3.	Survey students on 21 <sup>st</sup> Century skills (2 times)	10/15/2018	05/31/2019
4.	All students who need it will have access at home to digital resources to close "homework gap"	1.	CTL will inform parents & students of the availability and procedures of WiFi hotspots for check-out	08/01/2018	10/01/2018
		2.	TLPG Coordinator will periodically review check-out data for devices & hotspots	09/01/2018	05/31/2019
		3.	CTL will follow-up with econ disadv/At-Risk students to ensure they have access at home.	08/20/2018	05/31/2019
5.	Facilitate technology integration through professional development	1.	District PD in SAMR Model for tech integration	08/01/2018	05/01/2019
		2.	Ongoing professional development in technology integration	08/01/2018	05/01/2019
		3.	TLPG Director and Coordinator will continuously monitor project	05/01/2018	08/31/2019
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>					

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders, partners, collaborators, administrators (superintendent, technology director, curriculum director, campus principal, librarian and counselor), teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the proposed **Technology Lending Program**. In particular, the Project Director, in coordination with the District Technology Team, will utilize evaluation instruments to assess the following indicators: **(1)** To what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met? **(3)** What is the quality and responsiveness of the digital textbooks, tools, and resources to meet the needs of the participants? **(4)** To what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to utilizing technology to improve the quality of education? **(5)** To what degree has this behavior impacted student achievement? and **(6)** To what extent are online assessment tools effective in assisting teachers and students to gauge their own progress?

The information will be continuously collected by the Project Director and reported monthly to project staff. In addition, monthly, the District Technology Team will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery, content, and performance measures of the program. This information will be communicated in instructional leadership meetings. Campus administrator will ensure that all staff are informed and trained on any necessary changes. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms will be implemented.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2013, Moody ISD began its journey to provide a 1:1 student to device ratio to ensure on-demand technology access at home and at school, and to implement digital learning as envisioned by the *Texas Long-Range Plan for Technology, 2006-2020 (LRPT)*. Once all students have a wireless mobile computing device, teaching and learning could be transformed taking full advantage of 21<sup>st</sup> Century technology and skills. MISD started modestly with two pilot programs: (1) High School students enrolled in dual credit courses through a local college were able to check-out laptops with Wi-Fi hotspots, so they can continue to work on their coursework outside of the school day, and (2) Elementary Students who were below grade level in reading, could check-out a Kindle Fire tablet with Wi-Fi hotspot, so they could have additional time at home to improve their reading using digital resources. Both of these pilot programs were funded through grants (Gear-UP and Rural Schools). The high school program was so successful that in 2015, MISD started another pilot program. In this program, all 10<sup>th</sup> grade students were checked-out a Chromebook to use in class and at home. Wi-Fi hotspots were also available for students who needed them. This pilot was funded by grant funds and high school allotment. Once again, the success was remarkable, and MISD determined that all students should have this access to technology. Using grant funds, IMA, and high school allotment, the high school campus achieved 1:1 student to device ratio. MISD is ready to expand the program to Middle and Elementary students. Because of this ongoing planning, teachers are ready for this program. They have received over 40 hours of professional development in productivity, communication, presentation, classroom management software, and effective integration of technology into instruction. A plan for ongoing technical and pedagogical support has already been developed. MISD will continue to coordinate efforts to maximize effectiveness of grant funds by continuing to monitor grant funds, IMA, and local funds. By participating in the Technology Lending Program (TLP), administrators at both the district and campus level have agreed and committed to MISD **by signing a Letter of Commitment** stating that administrators including at the district level administrator and the principals at Moody Middle School and Moody Elementary campuses will commit to the project's success.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of students who received a wireless mobile computing device	1.	Computerized check-out reports
		2.	Teacher check-out logs
		3.	Increase in the number of students using digital resources
2.	10% increase in courses/and or classrooms using digital content in lieu of textbooks	1.	Increase in STAAR scores
		2.	Increase in homework completion
		3.	Increase in number of students using digital resources
3.	Increase CASE score for Middle School and Elementary from proficient to advanced	1.	BrightBytes survey results
		2.	Increase enrollment in STEM courses
		3.	Increase student attendance by 1%
4.	Ongoing professional development effectively integrating technology into teaching and learning	1.	Professional Development attendance documentation
		2.	BrightBytes survey results for professional development
		3.	Increase use of digital resources in teaching and learning
5.	Decrease "homework gap" for economically disadvantaged	1.	Computerized check-out report for hotspots
		2.	Increase in homework completion
		3.	Increase in MAP growth for economically disadvantaged/At-Risk

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moody ISD has a vigorous set of processes/programs for collecting student data that will be utilized in the project evaluation. It is a goal of MISD to conduct the needs assessment to identify strengths, needs and priority areas of focus but also extend beyond reviewing student achievement data to assessing the needs of the entire campus. Our technology department has a barcode system for check-out of any equipment, and all staff involved in the current lending process have been trained in its use. This process has been the standard of operation in our District for more than four years, and ensures that the equipment requested through this grant is properly accounted for, and the number of students using the equipment can be tracked through the duration of the grant. Several other elements needed for data collection to properly evaluate the impact of this grant already exist: **(1)** STAAR scores are tracked online through the use of Eduphoria!; **(2)** MAP scores are tracked using numerous reports provided by NWEA; **(3)** Enrollment in STEM courses and student attendance is tracked through TxELS; and, **(4)** professional development is tracked for each teacher in Eduphoria!. The BrightBytes online survey has been used for four years to collect data and track the usage and effectiveness of our educational technology systems providing a rich source of longitudinal data that will be the cornerstone of our program evaluations. Walkthrough data and PLC minutes will be used to document the increased use of digital resources and learning, as well as increase in homework completion. These teacher discussions and administrative observations will be instrumental in determining the acquisition of the "soft skills" necessary to ensure student and teacher acceptance of digital learning. MISD believes that this factor is an important one that has stifled growth for our District in the use of digital resources in recent years. Corrections to the progress of this program will be identified through monthly meetings of our Instructional Leadership Team consisting of our campus principals, Curriculum Director and Technology Director who will also serve as the Project Director. These meetings are similar to PLCs for teachers, and they focus on problem-solving in our instructional programs. The meetings are already structured to function as the vehicle for monitoring and determining that the project has the trajectory and the intended results that are outlined in the Program Design. The minutes of these meetings will serve as documentation for this evaluation piece.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moody ISD (MISD) has made it a priority to provide students with as much cutting-edge technology as funding allows. As previously mentioned, the high school campus has a 1:1 student to device ratio. This started off as a small pilot program and grew into a successful program that has transformed teaching and learning on that campus. Recent student surveys for the high school campus show over a 100% increase in personal mobile computing device usage at home, and teachers report a 60% increase in the use of digital learning materials. Funding for this program started off with various grants in combination with local funds including Instructional Materials Allotment (IMA), and now the district is able to sustain the program through High School Allotment funds. Some of the grant funding included: GearUp Grant and Title V, Rural and Low-Income School Program Grant. Now, the challenge for MISD is to expand this successful initiative to the middle school and elementary campus. Several pilot programs for individual student computing devices have been initiated over the past four years. On the middle school and elementary campus several devices have been piloted which include: iPad, iPad Mini, Kindle Fire, laptops, and Chromebooks. After thorough analysis, MISD has determined that Chromebooks are the best personal computing device to meet our students' instructional needs, and the most sustainable for our funding sources and technological support capabilities. Over the past two years, MISD has moved in the direction of providing students at the middle school and elementary with personal computing devices with the goal of obtaining a 1:1 student to device ratio at those campuses.

**Current availability of existing equipment:** Moody Middle School has 106 shared Chromebooks and Moody Elementary has 60 shared Chromebooks. These devices have been purchased with a variety of funding to include: ESC Region 12 Technology Foundation Grants, Title V, Rural and Low-Income Schools Grant, LISTO Grant, IMA and local funds. One innovative local initiative is a locally funded teacher classroom grant. MISD provides all teachers with basic instructional technology resources, such as, a teacher laptop, document camera, and Interactive Flat Panel Display or SmartBoard. In order to promote cutting-edge integration of technology in teaching and learning, MISD teachers may apply for funding to acquire technology for their classrooms: digital cameras, personal mobile computing devices, virtual reality, etc. As part of this local grant initiative, teachers make a commitment to the SAMR model which promotes using technology to transform of learning by allowing teachers the creation of new tasks previously inconceivable. MISD uses \$17,500.00 of local funds demonstrating MISD's commitment to effective technology integration.

Furthermore, to extend internet access at home, MISD participates in the T-Mobile EmpowerED Grant Program to provide mobile Wi-Fi hotspots for students who do not have internet access at home. These devices can also be used on the bus when riding to and from school to access the internet and digital resources. MISD started with eleven (11) of these devices and increased the number to twenty-five (25) when the need was recognized. As part of the EmpowerED Grant, MISD has the ability to increase the number of mobile hotspots as the need arises. Included as part of this grant, for each Wi-Fi hotspot it purchases, the District also receives a Chromebook. To date, this grant has provided twenty-five (25) Chromebooks.

Even with this exceptional level of funding commitment through local and other sources of grant funding, MISD believes the Technology Lending Program Grant (TLPG) will allow the District to continue its plan for 1:1 student to device ratio and move forward with innovative programs to promote student success. The TLPG will allow the purchase of an additional 150 Chromebooks which will allow every student in grades 3 through 8 who needs it to have access to a digital computing device and digital resources at school and at home.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparing to apply for this Technology Lending Grant, the District Technology Team (DTT) in collaboration with the District Advisory Committee (DAC) examined the existing District mission statement, goals, District Improvement Plan needs and goals, and the District Technology Plan to ensure alignment with the Technology Lending Program (TLP). The current mission statement says, "*Moody ISD will equip students with the tools and abilities to be competitive in a global society, while upholding the traditions, pride, and trust of the community.*" To support this mission, MISD has a stated goal to "*offer a curriculum that prepares students for 21<sup>st</sup> Century job skills.*" The district's goal of preparing students for 21<sup>st</sup> Century job skills includes increasing the effective use of technology using student-centered and technology integrated learning. The DTT also reviewed the Moody ISD Technology Plan (on file with TEA available through *eplan* and the District website<sup>1</sup>). The District Technology Plan specifically supports the broader provision of digital access to content as well as emphasizing the vital importance of learners using technology to make curriculum connections inside and outside the traditional classroom.

Equipping students with the tools and abilities to be competitive in a global society is not only the mission of Moody ISD, but it aligns with the Technology Lending Grant Program. According to the World Economic Forum, it is estimated that 65% of children entering elementary will ultimately work at a job that does not yet exist.<sup>2</sup> This fact forces educators to prepare students for an unknown future job market. The *Texas Long-Range Plan for Technology, 2006-2020 (LRPT)* emphasizes the needs of today's students to engage in meaningful learning, supported by digital materials through robust connectivity. To promote academic excellence, the *LRPT* recommends that learners must have access to relevant technologies, tools resources, and services for personalized learning. This is the only way to prepare today's students for our globally competitive society. By providing students with personal computing devices and on-demand access to up-to-date digital resources through this Technology Lending Program, MISD will have graduates that will be academically prepared to complete a post-secondary educational program or enter the workforce in a highly skilled occupation thus equipping students with the tools and abilities to be competitive in a global society. It is evident that the technology lending program aligns with the existing mission and goals of the District, and MISD recognizes that we are living in a rapidly changing, advanced technological society, and it is the district's responsibility to support all staff and prepare all students with the technology skills necessary to be life-long learners.

1. [http://www.moodyisd.org/UserFiles/Servers/Server\\_505235/Image/Departments/Technology/MOODY%20ISD%20Technology%20Plan%202017-2018Final.pdf](http://www.moodyisd.org/UserFiles/Servers/Server_505235/Image/Departments/Technology/MOODY%20ISD%20Technology%20Plan%202017-2018Final.pdf)
2. Kielburger, C. a. (2017, 05 19). *How Can We Prepare Kids for Jobs That Don't Exist Yet?* Retrieved from Huffpost: [http://www.huffingtonpost.ca/craig-and-marc-kielburger/future-job-market\\_b\\_16687862.html](http://www.huffingtonpost.ca/craig-and-marc-kielburger/future-job-market_b_16687862.html)

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The “homework gap” refers to the difficulty students experience completing **homework** when they lack internet access at home, compared to those who have access.<sup>1</sup> According to the Pew Research Center, one in five homes with school aged students do not have access to broadband, and when the factors of economically disadvantaged and rural are added into the calculations, the numbers increase dramatically. According to Brookings Institute, the lack of home internet access is staggering compared to other community types: Rural – 27.4%, Small Metro – 8.1%, Suburb – 8.1%, and City - .6%.<sup>2</sup> MISD is a small rural school with a high population of economically disadvantaged students, so the “homework gap” is a serious concern. According to the most recent BrightBytes survey of students (grades 3-12), twenty-one percent (21%) have no internet access at home, and of those who do, thirty percent (30%) only have it through a shared cell phone. Those who use a cell phone for internet access battle with a very small screen which is insufficient for doing homework. Also, they have limited data available for them to use which is usually shared with others at home. An additional obstacle for those who try to get access is availability in remote areas of the District.

The town of Moody does not have residential centers. The one public place that most students could use is the Moody Public Library. Fortunately, they have Wi-Fi available for their patrons. Unfortunately, many students live far from the library which makes transportation an issue for those who could use this site for internet access. The largest center for gatherings is Moody ISD. In fact, before the District has Wi-Fi hotspots available for student check-out, staff reported seeing students in cars parked close enough to school campuses to gain access to the Wi-Fi. Many Moody ISD students are committed to doing their very best even if it means doing homework in the parking lot. Now, Moody ISD has mobile hotspots with an unlimited data plan, so students can check them out and have reliable access to the internet when they are at home. The technology department conducted tests for coverage and speed of hotspots. Results of this testing showed that MISD students had coverage throughout the District and with high speeds. An additional bonus is that for those who ride the bus, these hotspots also allow them access while they are riding to and from school. Furthermore, if there is more than one student in the family, all of them can have access to digital resources at the same time. Each hotspot can facilitate access for up to 15 devices. Moody ISD has increased the number of Wi-Fi hotspots as student need increased. The District has made a commitment to have this access to the internet available for all students who need it eliminating the “homework gap”.

1. [https://en.wikipedia.org/wiki/Homework\\_gap](https://en.wikipedia.org/wiki/Homework_gap)
2. Brookings Institute, "Signs of digital distress: Mapping broadband availability and subscription in American neighborhoods," September 2017, [brookings.edu/wp-content/uploads/2017/09/broadbandreport\\_september2017.pdf](http://brookings.edu/wp-content/uploads/2017/09/broadbandreport_september2017.pdf)

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the beginning of the TLP, MISD's District Improvement Team developed a local curriculum framework. This committee was composed of administrators, teachers, staff, parents, community members, and students (when appropriate). The goal was to develop a standards-based curriculum that would increase student learning and promote higher student achievement. During 2012-13, MISD revised the curriculum to embrace Project-Based Learning strategies. The purpose of this redesign was to utilize 1:1 student to device ratio to expand opportunities for student and teachers. Current plans for our District include the development of the T-STEM Academy model for our high school. The middle school is implementing plans to support the Academy through the use of Project-Based Learning. The Technology Lending Program will be essential in the development of this type of learning in grades 3-8. MISD is planning to use this program to allow students to work from home on these projects, a necessity that many of our students lack by not having access to personal computing devices at home. Also, many remote rural areas in our District only have very expensive options for household internet connectivity which is a strong factor in the District's decision to have mobile Wi-Fi hotspots available for student check-out. MISD sees this program as essential to giving our students access to what they need at home to be successful in their learning. Another alignment with our instruction is the use of technology to enhance differentiated lessons for ELL students and other special needs students, either At-Risk, 504, economically disadvantaged, or Special Education. These students need to have access to technology to enhance their learning either in the classroom or at home with individualized digital lessons. Access to digital resources are consistently used by teachers and students not only to consume information, but to permit students to create, communicate, critically think, and collaborate with others. Where instruction previously was primarily didactic and textbook focused, instruction has become more interactive and engaging for students. The effective use of well-designed digital content across a broad range of learning activities has been integrated into teaching and learning leading to better student learning outcomes.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD currently has digital materials purchased through Instructional Materials Allotment (IMA) for the following courses:

Moody Elementary	Moody Middle School	Moody High School
Reading grades K-4	Reading grades 5-8	Algebra I & II, Geometry
Writing grades K-4	Writing grades 5-8	Pre-Calculus & Calculus
Math grades K-4	Math grades 5-8	IPC, Biology, Chemistry, & A&P
Tech Apps grades K-4	Tech Apps grades 5-8	English I-IV
	Science grades 5-8	Spanish I-IV (all digital- not textbook)
Learning.com	Learning.com	TXVSN (grant funds)
MAP/Compass Learning	MAP/Edgenuity	MAP/Edgenuity
Renaissance: Accelerated Reading/ Math & Math Facts in a Flash	Renaissance: Accelerated Reading	Renaissance: Accelerated Reading

As a district, MISD is moving toward the use of digital materials in all core curriculum subjects for all students. Many of the materials already utilized are available in both print and digital forms. Some materials are only available in digital format which makes having personal computing devices all the more important. Students have a remarkable grasp in the use of technology, and the District is adding technology lessons through Learning.com, and Common Sense Media to their ancillary course curriculum to enhance student knowledge and skills in digital citizenship.

This plan is, by design, aimed at grades 3-8 while the District uses digital instructional materials in learning centers and learning labs in the lower grade levels. The greatest barrier to the use of digital resources in grades 3-8 has been the lack of individual student devices. The additional devices provided by this grant would allow widespread use of available resources and allow MISD to use more digital resources.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Infrastructure:** Although Moody ISD did not receive the 2014-2016 Technology Lending Grant, the District has moved forward with planned infrastructure upgrades. The District, as well as, each campus has a robust infrastructure in place, and plans to continually ensure an innovative, stable, secure, and robust infrastructure for technology as an integral part of the learning environment. Procedures and plans for the replacement and upgrade of equipment are in place. Student devices are on a three-year rotation and teacher laptops are on a four-year rotation. All classrooms are equipped with internet access (wired and wireless). In 2013, local funds of \$113,994 were used to upgrade District infrastructure. Currently, the District MDF consists of: **(1)** two Cisco 24 port network switches, **(2)** HP E5406 Procurve 6 bay core switch, **(3)** iBoss content filter (which also filters chromebooks off campus), **(4)** two domain controllers (primary and secondary), **(5)** one DHCP server (assigns dynamic IP addresses to devices on the network), **(6)** 2- Dell PowerEdge servers ( virtual – VM Ware), **(7)** PF Sense firewall, **(8)** Dell server (NVR for cameras), and **(9)** HVAC server. Additionally, there is an off-site backup server for critical data. Each campus has a dedicated high speed fiber run back to the District MDF. In preparation for the high school campus plan to initiate a 1:1 student to device ratio, in 2016, local funds in combination with E-Rate funds of \$88,614 were used to upgrade wireless capabilities on each campus. Moody Middle School and Moody Elementary each have five (5) Meraki MS-220 48 port switches, and Meraki MR-34 wireless access points (WAPs) in every classroom and area utilizing the most current wireless technology. All switches are 10/100/1000. The elementary campus has twenty-nine (29) WAPs and the middle school campus has twenty-four (24) WAPs. Meraki MS-220 switches and WAPs are managed in an online intuitive dashboard that allows visibility into the network. The dashboard allows for quick management of switches and WAPs which reduces downtime. To ensure campus wide capacity internet access, bandwidth has continued to be increased as usage dictates. MISD receives broadband access through Edlink 12 via Grande Communications. In 2013, MISD had merely 30 MBs of bandwidth. It was increased in 2014 to 40 MBs and in 2016 was increased to 100 MBs. Currently MISD has 200 MBs of bandwidth and is committed to increasing it as the need dictates. The District has its own Google domain allowing all students in grades 3-12 to have their own email accounts. This is extremely important when using digital resources.

**Technical Support:** MISD has two full time and three part time staff members who are directly responsible for technical support. The technology director has an instructional background and holds a national certification for wireless networking. The technology director works continuously with individual and small groups of teachers and administrators to bridge the gap between professional development and implementation. Additionally, there is a systems administrator to ensure all district systems operate properly and to provide technical repairs to personal computing devices and other equipment. This staff member performs on-site technical work to install, maintain, and support computer equipment and software applications. Also, each campus has a technology liaison who troubleshoots and provides level one technical support for devices. These staff members also assist teachers with direct technology integration support as needed.

MISD has made a commitment to providing enough technology support to minimize disruptions in teaching and learning. Additionally, MISD is in the process of planning to train a group of high school students to also help with level one technical support. These students would run a Help Desk service for the high school which will free up District technology staff to maintain middle school and elementary campus student devices. To ensure up-to-date personal computing devices, MISD has a District device rotation plan in place to refresh campus devices every three (3) years. MISD has made a tremendous commitment to ensuring the infrastructure and technical support is more than adequate to support students' use of devices.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161910

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program Grant will be administered by the TLPG Project Manager who will train and oversee campus staff involved in the check-out/in process. Each campus has a technology liaison who will check-out/in all lending devices to teachers to house in their rooms. Before a device goes home, the classroom teacher, *after verifying that the student has demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential (TEKS) for the appropriate grade band*, is responsible for documentation showing exact dates when students take the device home. Devices taken home are to be used by the student to complete instructional activities at home. This documentation will be in a form (such as Google Docs) that is continually shared with the TLPG Project Manager, TLPG Project Coordinator, and Campus Technology Liaison, so that it can be continually monitored to ensure that students who need to take this technology home are doing so. The Wi-Fi hotspots will be checked-out/in through the library. Students who need these devices will go to the library before the end of the school day and check-out the device from the Campus Technology Liaison. **Priority is given to student with no or limited internet access at home.** The hotspot will be returned the next morning to the Campus Technology Liaison to check-in. These devices are loaned out overnight for only one evening at a time, so that as many students as possible who have need may have access to these devices. An additional benefit is that these hotspots can also be used on the bus ride home. Before checking out any device, the parent and student must sign written district lending policies: Technology Lending Agreement, Handbook, and Responsible Use Policy. MISD technology department will maintain all devices. When a device malfunctions, the Campus Technology Liaison or classroom teacher submits a computerized Help Desk ticket. The technology department responds to this request by processing warranty repairs or completing on-site repairs for nonwarranty work. Parts are kept on hand to ensure minimal downtime. Additionally, there are a few spare devices in case a device will be out of service for more than 24 hours. MISD is committed to ensuring all students have access to personal computing devices and internet access at home.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Per local policy, all technology is ordered and received by the technology department. It is cataloged in a computerized system detailing all pertinent information, such as, brand, model, serial number, date of purchase, cost, funding source, etc. The current computerized system used is Follett Destiny. Each item is given a unique barcode identifying number and a barcode label is placed on the item. The item is then checked-out/in to an individual by scanning the barcode into the computerized system. Devices and Wi-Fi hotspots are checked-out/in using this system. All technology is checked-in for the summer and a complete computerized inventory is conducted by the technology department. Additionally, an outside auditor verifies the inventory each fall.

**Insurance:** To insure chromebooks, MISD is self-insured. At the beginning of each school year, students pay a modest fee for insurance. Students who cannot afford this fee may make arrangements for payments or have the fee waived completely. MISD has been using this self insurance policy for three years at the high school campus, and it has proven to adequately fund the necessary repairs and replacements of Chromebooks. This insurance covers accidental damage, fire/flood, vandalism, theft, power surge due to lightning, natural disasters and mechanical failure. A police report must be filed for any device reported stolen before it is covered by insurance. During the three years that this insurance program has been in affect, only three (3) Chromebooks have been lost or stolen. Google Admin Console is the software used to manage all chrome devices. This system allows the technology staff to disable devices, so that they are not usable by anyone else. Once disabled, the only thing the device does is to show a message explaining that the device is property of Moody ISD and details on how to return it. There is nothing anyone can do to make this device usable including what is known as "powerwashing." This disabling feature greatly reduces the number of devices that disappear. Beyond the initial warranty period, in general, the only repairs needed are screens and the occasional keyboard. These minor repairs are done on-site and the self-insurance fund easily covers the expense.

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